



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Lead Advisor ECE Operational Funding

Early Childhood Education (ECE) Group

Role Purpose

The Lead Advisor Operational Funding will lead, contribute and champion the ongoing business as usual processes and funding to Early Childhood Educational Services, particularly around the electronic transfer of funding information and supporting the implementation of debt management, business improvement frameworks and supporting the development and implementation of a new Ministry wide funding system. The Lead Advisor will be responsible for providing quality advice, information, coordination and support on funding related matters to ensure ECE services receive the funding they are entitled too and the Crowns financial interests in the ECE sector are protected.

The Lead Advisor reports to the Manager ECE Operational Funding

Purpose of the Ministry of Education

What	Our Purpose Lift aspiration, raise educational achievement for every New Zealander
Why	Our Vision Every New Zealander: <ul style="list-style-type: none">• Is strong in their national and cultural identity• Aspires for themselves and their children to achieve more• Has the choice and opportunity to be the best they can be• Is an active participant and citizen in creating a strong civil society• Is productive, valued and competitive in the world New Zealand and New Zealanders lead globally
How	Our Behaviours: <ul style="list-style-type: none">• We get the job done• We are respectful, we listen, we learn• We back ourselves and others to win• We work together for maximum impact Great results are our bottom line

Lead Advisor ECE Operational Funding Early Childhood Education Group

About the ECE Operational Funding team

The ECE Operational Funding team is responsible for providing operational funding to 4300 early childhood services and approximately 900 Playgroups. The recent introduction of the Early Learning Information system has allowed for the electronic transfer of funding information to inform the operational funding paid to services. This change has allowed a greater focus to be placed on developing and implementing frameworks to better support the Ministry in identifying and managing situations of financial risk to the Crown.

The Ministry is currently undergoing the development of a new Ministry wide funding system and the ECE Operational Funding team will play a large role in providing the specialist support in the development, implementation and roll out of the new system.

Key Priorities

- *Strategy formulation and implementation* - Lead the ongoing management and development of the debt management and business improvements frameworks and support the implementation of the frameworks into business as usual practise.
- *High quality advice* - Provide and facilitate informed, insightful and constructive advice which has a sound evidence base for consideration by a range of audiences, including colleagues, senior managers, ministers, media and external stakeholders.
- *Monitoring, evaluation and review* - Oversee the monitoring, evaluation and review of the operational funding processes, defining relevant indicators and measures as a basis for continuous improvement, working closely with members of the ECE group and other interested parties to manage and report on progress to the manager.
- *Software Application Specification and Maintenance* – Manage the maintenance of the functionality and efficiency of the software applications for EDUMIS ensuring an expert knowledge of the processes and systems is maintained and that all changes to systems are well managed. Provide expert knowledge and support in the development of the replacement funding system.

Key Relationships

Internal

- Develop collaborative working relationships with the Early Childhood Education Group teams to maximise integration and alignment of activities ensuring the system is operating to its potential and supporting the business needs of the ECE group
- Support the governance
- Maintain strong collaborative linkages across the wider Early Learning Parents Whānau Group and the Sector Enablement and Support Group, building effective working relationships with ECE managers and staff in regional offices and teams



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- Strengthen connections with areas across the Ministry who collect data, conduct analysis and research, and provide information systems relevant to the ECE Group's work. In particular this includes:
 - EIA (specifically the ECE Analysis team and the Data Collections Unit),
 - Resourcing (including the Ministry's audit and contact centres),
 - Research,
 - Project teams,

External

- Liaise and work closely with representatives from education sector organisations and Government agencies
- Develop and maintain effective working relationships with staff and management of early childhood education providers, education service centres, and large SMS providers
- Develop and maintain constructive working relationships with software developers and other organisations that support the systems used by the ECE Sector and the ECE group eg; HP

Qualifications and Personal Attributes

Educational qualifications or equivalent practical experience

- Tertiary qualification in a quantitative discipline

Technical or Professional Skills

- A high level of knowledge of resourcing delivery and policy.
- An understanding of the key principles of financial accounting.
- Computer literacy – particularly with database applications - and the ability to operate information management systems
- The ability to identify problems, synthesise and interpret information, and provide or develop practical solutions

Personal Qualities

Desirable personal qualities for the position are:

- customer focus
- tact, diplomacy and patience
- self-confidence and motivation
- good judgement, and readiness to seek advice
- attention to detail
- an emphasis on following through and getting results
- an ability to work under pressure
- motivated to develop personal knowledge
- ability to handle multiple tasks
- a sensitivity to different cultural perspectives
- an ability to work in a team environment



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Competencies

Result Orientation	Planning and organising Control/follow up	Achieving results at this level is likely to require resolving more complex issues over a longer time frame, integrating a range of disciplines, and/or contributions from a range of people both internal and external.	3
Problem Solving & Strategic Thinking	Analysis Judgement Organisational awareness/extra-organisational awareness	Jobholders at this level analyse complex problems using a range of advanced quantitative analytical skills or investigative techniques or models. They balance conflicting factors, information and views, and draw strategic connections, to identify the most appropriate solution. Decisions are made in the context of some uncertainty and risk.	4
Relationship Management	Relationship Management Engagement and Consultation with Māori Customer Service Focus	Jobholders at this level: <ul style="list-style-type: none"> • build and maintain relationships, delivering high level and proactive service to clients, particularly where they are required to deal effectively with inherently difficult client relationships. • are dedicated to meeting the expectations and requirements of internal and external customers • acts with customers in mind 	3
Developing Performance	Self-Development	Jobholders at this level are required to take responsibility for their own performance and development in relation to their own position and future Ministry needs.	2
Teamwork & Team leadership	Teamwork Leadership Empowerment	Jobholders at this level are required to build co-operative relationships and participating willingly in team activities. They also participate effectively as team members in wider, diverse and cross-disciplinary teams, which may involve external participants. Jobholders at this level are required to convene and facilitate teams towards agreed objectives	4
Communications	Communication – written and oral Listening Persuasiveness Correct Māori Pronunciation	Jobholders at this level require persuasion and influencing skills for communicating the Ministry's viewpoint to varied audiences.	4

Tātai Pou

Demonstration of Tātai Pou competencies to at least a developing level:

- Pou Hono – Valuing Māori – Makes a clear and compelling argument as to why equitable outcomes for Māori learners are critically important
- Pou Mana – Knowledge of Māori content – Applies the Treaty of Waitangi policy, uses Te Reo Māori and engages with Tikanga Māori
- Pou Kipa – Develops, implements and strategically resources to achieve equitable outcomes for Māori